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ABSTRACT

Data on public and private secondary schools that offer advanced placement programs--that is, courses for which college credit is awarded--are provided in this survey report. information on school characteristics and the nature of the program offerings (information not included in College Entrance Examination Board publications) was collected by means of two surveys. The 1985 Public School Survey obtained responses from 8,568 teachers and 2,301 administrators from an initial sample of 2,801 schools, with an 85 percent school response rate and an 80 percent teacher response rate. The 1985-86 National Survey of Private Schools obtained responses from 5,295 teachers and 1,175 administrators in 1,387 private schoosl, with an 85 percent school response rate and a 76 percent teacher response rate. Data were collected on school characteristics, such as teacher/student ratio, school size, minority enrollment percentage, and percentage of high school graduate college applicants. Other variables included public school district size, census region, and enrollment in various courses of study. A comparison of public and private schools examined the relationships between school characteristics and the percentage of schools offering advanced placement programs, the average number of subject areas covered, and the percentage of schools offering such programs in each of the subject areas. Appendices include extensive supporting statistical tables and the survey questionnaires. (LMI)

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NATIONAL CENTER FOR EDUCATION STATISTICS

Survey Report July 1990

Advanced Placement Programs in Public and Private Schools: Characteristics of Schools and Program Offerings, 1984–86

Charles H. Hammer
Elementary and Secondary Education Statistics Division

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Office of Educational Research and Improvement
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Highlights

Nearly 38 percent of public schools (in the 1984-85 school year) and 41 percent of private schools (in the 1985-86 school year) with grades 10, 11 and 12 offered advanced placement programs. Examination of a number of school characteristics for these schools showed the following:

- Large schools (1,000 or more students) were more likely to offer advanced placement programs than small schools (less than 300 students). About 72 percent of public and 88 percent of private schools with 1,000 or more students offered such programs, while only about 18 percent of public and 25 percent of private schools with less than 300 students offered them.

- Public schools in large school districts (more than 50 schools) were more likely to offer at least one advanced placement program than schools in small districts (1-5 schools). About 30 percent of schools in small districts offered an advanced placement program as compared with nearly 48 percent in large districts.

- Public schools with differing percentages of minority enrollment were equally likely to offer an advanced placement program. However, private schools with minority enrollment of 15-49 percent were more likely to offer programs than schools with minority enrollment of 50 percent or more.

- Advanced placement programs were offered in about 26 percent of the public schools in which the estimated percentage of graduates applying to college was less than 50 percent; they were offered in nearly 53 percent of the public schools in which the estimated percentage of graduates applying to college was 75 percent or more.

- In public schools, advanced placement programs in both mathematics and physical science were more likely to be offered in schools
  large rather than small,
  with minority enrollment of 15-49 percent rather than 50 percent or more,
  with a student/teacher ratio of more than 20:1 rather than less than 16:1,
  with college application rates of 75 percent or more rather than less than 50 percent,
  in large rather than small school districts.

- In private schools, advanced placement programs in both mathematics and the physical and biological sciences were more likely to be offered in large rather than small schools.

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Introduction

A major emphasis in elementary and secondary education programs is to provide educational and supportive services to educationally disadvantaged students. The need remains to continue and further develop programs which challenge students who are already performing well academically. The National Center for Education Statistics (NCES) Public School Survey, 1985, and National Survey of Private Schools, 1985-86, collected data on secondary schools that offer advanced placement programs; that is, courses for which college credit is awarded.

Advanced placement programs are academic enrichment programs which provide students with the opportunity to accelerate their progress through college. These programs are advantageous to students in several ways. First, they offer an academic challenge to highly motivated students. Second, they offer students entering college the opportunity to move more quickly into higher level courses. Finally, such programs can reduce the cost of a college education.

In the public and private school surveys, a school that offers an advanced placement program is defined as one that that offers courses for which college credit may be granted. This definition does not include schools that allow students to take an exam for potential college credit without having taken the appropriate coursework, or those schools that allow students to take college level courses at colleges and universities.

The administrator of the largest advanced placement program, the College Entrance Examination Board, publishes data regularly on the number of participating students, by subject of exam and the number of participating schools. However, data have not been obtained systematically on either the characteristics of the schools that offer advanced placement programs or the nature of program offerings in different types of schools. Data on schools, programs, and students can provide information on the flow of talent into colleges and universities, the types of schools and school environments in which academic challenges are more likely to be offered, and possible clues to the types of talent and their availability for a future labor force.

The Public School Survey, 1985, and the National Survey of Private Schools, 1985-86, collected data on a number of school characteristics, including school size (enrollment), student/teacher[1] ratio, minority enrollment percentage, and percentage of 12th grade graduates applying to college. Other relevant variables on which data were collected were school district size (collected on public schools only), and census region. Data on school participation in advanced placement programs were collected for the following subject matter areas: mathematics, physical science (public schools only), the physical

[1] Teacher data are for full-time-equivalent teachers

and biological sciences (private schools only), English, fine arts, foreign languages, social studies, and computer science.

Four research questions are addressed in this report:

(1) How do public and private schools compare in their advanced placement program offerings?
(2) Are characteristics such as school size, student/teacher ratio, minority enrollment percentage, percentage of graduates applying to college, school district size, and census region related to the percentage of schools offering advanced placement programs?
(3) Are these characteristics related to the number of different subject matter areas covered in a school's advanced placement program?
(4) Are these characteristics related to the percentage of schools that offer programs in each of the subject matter areas?

A Comparison of Advanced Placement Program Offerings in Public and Private Schools

Overall comparisons of public and private schools indicate that they do not differ in terms of the percentage offering advanced placement programs, the average number of advanced placement subject matter areas covered, or the percentage offering such programs by subject matter area.[2,3] Data show that substantial percentages of public and private schools with grades 10, 11, and 12 offer programs: about 38 percent and about 41 percent, respectively (not shown in text tables). Both public and private schools offer advanced placement courses in several subject matter areas. Of a possible total of seven subject matter areas, data show that public school advanced placement programs cover an average of 2.8 subject matter areas and private school programs cover an average of 3.3 subject matter areas (not shown in text tables). However, since public schools with advanced placement programs in biological science are not included, the average reported here may be somewhat lower than what might have been obtained with data comparable to private school data.

The distributions of public and private schools with advanced placement programs by number of subject matter areas covered was also examined. As shown in Table 1, the data suggest that the modal points for the public and private school distributions are about one and two subject matter areas, respectively, and that at least 5 percent of public and private schools offering such

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[2] Six of the seven subject matter areas for which comparisons were made were identical for both public and private schools. The seventh subject matter area was titled "physical sciences" for public schools and "physical and biological sciences" for private schools. This difference in titling probably results in a slightly lower average number of subject matter areas covered by advanced placement programs in public schools relative to private schools. It also makes a comparison of the percentage of public schools with programs in physical sciences with the percentage of private schools with programs in physical and biological sciences difficult to interpret.

[3] All comparisons in this report are statistically significant unless otherwise noted. However, some differences, particularly among private schools, appear quite large, yet are reported as being not statistically significant. These differences occur when the sample sizes for the national estimates are small and result in large standard errors. The larger the standard errors for a pair of estimates, the less likely will a test of the difference between the estimates be statistically significant. However, it is also likely that some differences shown in this report, which are large and not significant, might have been significant if the sample sizes had been larger. Additional discussion of tests of significance can be found in the appendix.

programs cover all seven subject matter areas.

Table 1.--Percentage of public and private schools that offer advanced placement programs, by number of subject matter areas covered

Control	Total	Number of subject matter areas						
		1	2	3	4	5	6	7
Public	*100	25.9	19.1	13.8	11.5	9.1	7.5	5.7
Private	100	17.1	28.7	10.8	12.0	10.1	14.3	7.0

* The public school percentages add up to 93.6 percent because approximately 7.4 percent that reported offering an advanced placement program did not report subject matter area(s) covered.

Note: Data cover schools with grades 10, 11, and 12.

As shown in table 2, comparison of percentages of public and private schools by subject matter of program (including comparison of public schools with programs in physical science with private schools with programs in the physical and biological sciences) reveals no significant public/private differences.

Table 2.--Percentage of public and private schools that offer advanced placement programs, by subject matter area of program

Control	Mathematics	Physical sciences	Physical and biological sciences	English	Fine arts	Foreign languages	Social studies	Computer science
Public	22.3	14.7	(*)	26.6	6.0	1.1	17.4	9.6
Private	25.2	(*)	26.3	27.3	7.6	1.5	25.5	9.0

* Data were not collected for these subject matter areas.

Characteristics of Public and Private Schools That Have Advanced Placement Programs

This section of the report presents the data for schools with grades 10, 11, and 12 across selected school characteristics (school size, minority enrollment percentage, student/teacher ratio, percentage of graduates applying to college), school district size, and census region.

In the tables below, data are presented for the extreme categories of the variables studied when the data appear to be generally linear. Complete data on all categories are shown in the appendix. For those variables across which data do not appear to be distributed linearly, data are presented for all categories in both text and appendix tables.

All tests of significance discussed in the text are adjusted to account for multiple comparisons among all categories of each variable studied. Details of these adjustments are presented in the appendix.

School Size

Data are presented in tables 3, 4, and 5 for two categories of school size: small schools (less than 300 students) and large schools (1,000 and more students). Clearly, large schools, both public and private, are more likely to have advanced placement programs and to cover a greater number of subject areas than small schools. Table 3 shows that about 18 percent of small public schools have such programs, compared with more than 72 percent of large public schools, a difference of nearly 55 percentage points. The corresponding figures for private schools are approximately 25 percent and 88 percent, a difference of more than 60 percentage points.

Table 3.--Percentage of small and large public and private schools that offer advanced placement programs

	School size	
Control	Small (Less than 300)	Large (1,000 or more)
Public	18.1	72.4
Private	24.6	88.0

Note: See table A-1 for data on all categories of school size.

Large public schools offer a greater number of subject matter areas in their advanced placement programs than small public schools. As shown in table 4, large public schools cover an average of 3.5 subject matter areas, compared with an average of 1.3 areas for small public schools; corresponding averages for private schools are 3.7 and 2.4, respectively, a difference not found to be statistically significant. This difference between large and small public schools may, in part, reflect a greater availability of staff, facilities, and resources in large schools. (As noted above, public schools with advanced placement programs in biological science are not included, and the average reported here may be somewhat lower than what might have been obtained with data comparable to private school data.)

Table 4.--Average number of subject matter areas covered by advanced placement programs in small and large public and private schools that offer advanced placement programs

	School size	
Control	Small (Less than 300)	Large (1,000 or more)
Public	1.3	3.5
Private	2.4	3.7

Note: See table A-2 for data on all categories of school size.

School size is also related to the percentage of schools offering advanced placement programs by subject matter area. For each of the subject matter areas listed for public schools, table 5 shows that the percentage of large schools offering a program was larger than that of small schools. All of these differences are statistically significant. For example: Only about 6 percent of small schools offered an advanced placement program in English, compared with approximately 60 percent of large schools; about 2 percent of small schools offered a program in physical science, compared with nearly 39 percent of large schools; and about 5 percent of small schools offered a program in mathematics, compared with nearly 54 percent of large schools. Significant differences between large and small private schools were found for four subject matter areas, with larger percentages occurring for large schools: about 10 percent vs. about 67 percent for mathematics, 14 vs. 67 percent for science, 10 vs. 82 percent for English, and 5 vs. 28 percent for foreign languages.

Table 5.--Percentage of small and large public and private schools that offer advanced placement programs, by subject matter area of program

Control/ school size	Mathematics	Physical sciences	Physical and biological sciences	English	Fine arts	Foreign languages	Social studies	Computer science
Public								
Small (less than 300)	5.2	1.6	(*)	6.2	3.0	1.0	2.4	4.9
Large (1,000 or more)	53.6	38.5	(*)	59.5	10.7	27.9	47.0	19.5
Private								
Small (less than 300)	9.5	(*)	13.7	9.5	2.2	5.0	14.6	3.2
Large (1,000 or more)	67.0	(*)	67.4	81.8	13.5	27.7	51.4	18.0

* Data were not collected for these subject matter areas.
Note: See tables A-3 and A-4 for data on all categories of school size as they relate to subject matter areas.

Minority Enrollment Percentage

In table 6, none of the comparisons among categories of percent minority enrollment for public schools reached statistical significance. This means that schools in different categories of minority enrollment were equally likely to offer an advanced placement program. Among private schools, one statistically significant difference was found: About 63 percent of those with minority enrollment of 15-49 percent offered a program compared with 17 percent of those with minority enrollment of 50 percent or more.

Table 6.--Percentage of public and private schools that offer advanced placement programs, by minority enrollment percentage

Control	Minority enrollment percentage			
	Less than 5%	5-14%	15-49%	50% or more
Public	35.4	46.4	43.0	31.1
Private	30.9	47.4	63.2	17.3

Minority enrollment percentage is not a factor in the average number of subject matter areas covered in either public or private schools that offer advanced placement programs. No statistically significant differences were found for comparisons within either the public or private school sector.

Table 7.--Average number of subject matter areas covered by advanced placement programs in public and private schools that offer advanced placement programs by minority enrollment percentage

Control	Minority enrollment percentage			
	Less than 5%	5-14%	15-49%	50% or more
Public	2.8	2.9	3.0	2.2
Private	3.9	3.9	2.7	3.3

Note: Since public schools with advanced placement programs in biological science are not included, the average reported here may be somewhat lower than what might have been obtained with data comparable to private school data.

Minority enrollment is a factor in the percentage of public schools offering advanced placement programs by subject matter area. Table 8 shows that a larger percentage of public schools with minority enrollment of 15-49 percent offered advanced placement programs in mathematics, physical science, English, and social studies than schools with minority enrollment of 50 percent or more.[4] No other statistically significant differences were found within either public or private schools.

[4] There are no significant differences in the percentages of schools with advanced placement programs across categories of minority enrollment percentages (table 6); yet there are differences in percentages across these categories for a number of subject matter areas (table 8). This phenomenon is attributable, in part, to the standard error formula, which will yield smaller standard errors for percentages, the farther they are from 50 percent.

Table 8.--Percentage of public and private schools that offer advanced placement programs, by subject matter area of program and minority enrollment percentage

Control/ percent minority enrollment	Subject matter area							
	Mathematics	Physical sciences	Physical and biological sciences	English	Fine arts	Foreign language	Social studies	Computer science
Public								
Less than 5%	22.4	13.6	(*)	23.2	6.0	9.8	14.9	10.2
5-14%	26.9	18.7	(*)	32.5	8.4	13.3	20.1	13.4
15-49%	25.6	18.7	(*)	35.8	6.3	10.4	25.3	8.4
50% or more	13.4	8.7	(*)	19.2	3.2	7.7	11.9	5.8
Private								
Less than 5%	25.5	(*)	21.7	24.4	5.7	12.3	19.4	10.2
5-14%	34.4	(*)	28.1	38.5	12.0	19.3	27.5	10.4
15-49%	23.6	(*)	42.8	29.7	7.4	17.8	44.0	8.3
50 % or more	13.3	(*)	9.1	12.6	2.2	6.5	7.8	5.3

* Data were not collected for these subject matter areas.

Student/Teacher Ratio

Student/teacher ratio is a factor in the percentage of schools offering advanced placement programs. Tables 9, 10, and 11 show that public schools with student/teacher ratios of more than 20:1 are more likely to have such programs than schools with ratios of less than 16:1. About 28 percent of public schools with a student/teacher ratio of less than 16:1 offered programs, as compared with almost 52 percent of those with a ratio of more than 20:1 The corresponding figures for private schools were 32 and 69 percent. The difference was significant for public schools and barely failed to reach significance for private schools. The failure to reach significance for private schools may be attributable to small sample sizes and large standard errors.

Table 9.--Percentage of public and private schools with student/teacher ratio of less than 16:1 and more than 20:1 that offer advanced placement programs

Control	Student/teacher ratio	
	Less than 16:1	More than 20:1
Public	28.4	51.7
Private	32.0	69.4

Note: See table A-1 for data on all categories of student/teacher ratio.

However, table 10 shows that student/teacher ratio is not a

factor in the average number of subject matter areas covered by advanced placement programs.

Table 10.--Average number of subject matter areas covered by advanced placement programs in public and private schools with student/teacher ratio of less than 16:1 and more than 20:1 that offer advanced placement programs

Control	Student/teacher ratio	
	Less than 16:1	More than 20:1
Public	2.6	3.2
Private	3.6	3.0

Note: See table A-2 for data on all categories of student/teacher ratio.

Note: Since public schools with advanced placement programs in biological science are not included, the averages reported here may be somewhat lower than what might have been obtained with data comparable to private school data.

Student/teacher ratio is related to the percentage of schools offering advance placement programs by subject matter area. Table 11 shows that in all instances where differences were found, the percentage for schools with a student/teacher ratio of more than 20:1 was larger than that for schools with ratios of less than 16:1. The percentage of public schools with ratios greater than 20:1 is larger than that for schools with ratios of less than 16:1 in five of the seven subject matter areas. Only in fine arts and foreign languages are the differences not significant. Among private schools, there were no statistically significant differences.

Table 11.--Percentage of public and private schools with student/:teacher ratio of less than 16:1 and more than 20:1 that offer advanced placement programs by subject matter area of program

Control/ student: teacher ratio	Mathematics	Physical sciences	Physical and biological sciences	English	Fine arts	Foreign language	Social studies	Computer science
Public								
Less than 16:1	15.2	8.8	(*)	17.6	5.9	7.9	10.8	7.6
More than 20:1	33.8	26.2	(*)	36.3	7.0	17.0	27.3	17.9
Private								
Less than 16:1	23.6	(*)	17.9	27.5	9.6	15.8	17.9	9.4
More than 20:1	31.6	(*)	55.4	41.4	3.4	12.7	50.5	9.9

* Data were not collected for these subject matter areas.

Note: See tables A-3 and A-4 for data on all categories of student/teacher ratio.

Percentage of Graduates Applying to College

Data on the percentage of graduates applying to college were analyzed in three categories for public schools and two categories

for private schools.

The data in table 12 show that about 26 percent of public schools in which less than 50 percent of the graduates were estimated to have applied to college offered an advanced placement program. The percentage with programs increased to about 54 percent for schools with estimated college application rates of 50-74 percent and remained at about the same level for schools with rates of 75 percent or more. This difference of about 28 percentage points was statistically significant for both comparisons.

Among private schools, there was no statistically significant difference in the percentage offering advanced placement programs when application rates of less than 50 percent were compared with rates of 75 percent or more. (This is another example of a possible real difference being obscured by small samples and large standard errors.) However, the difference of about 32 points between the percentage of private schools with college application rates of 50-74 percent and those with rates of 75 percent or more was statistically significant.

Table 12.--Percentage of public and private schools that offer advanced placement programs, by percentage of graduates applying to college

	Percentage of graduates applying to college		
Control	Less than 50%	50-74%	75% or more
Public	25.5	53.5	52.8
Private	32.3	22.0	53.7

Public schools with college application rates of 75 percent or more were more likely to offer a greater number of subject matter areas in their advanced placement programs than schools with application rates of 50-74 percent (table 13). No statistically significant differences were found for private schools.

Table 13.--Average number of subject matter areas covered by advanced placement programs in public and private schools that offer advanced placement programs, by percentage of graduates applying to college

Control	Percentage of graduates applying to college		
	Less than 50%	50-74%	75% or more
Public	2.5	2.8	3.7
Private	--	2.9	3.8

-- Sample size for private schools too small for analysis.

Note: Since public schools with advanced placement programs in biological science are not included, the averages reported here may be somewhat lower than what might have been obtained with data comparable to private school data.

Table 14 shows results of comparisons between schools with differing college application rates, by subject matter area. Differences were found between public schools with college application rates of less than 50 percent and those with rates of 50-74 percent and 75 percent or more. Differences were found between private schools with application rates of 75 percent or more and those with application rates of less than 50 percent and 50-74 percent.

Public schools with application rates of less than 50 percent were less likely than schools with application rates of 50-74 percent or 75 percent or more to offer advanced placement programs in every subject matter area but fine arts. In fine arts, the differences were not statistically significant. Private schools with application rates of 75 percent or more were more likely than schools with application rates of less than 50 percent to offer advanced placement programs in five of the seven subject matter areas. For the biological and physical sciences and for social studies, the differences were not statistically significant. Significant differences were found between private schools with application rates of 75 percent or more and those with application rates of 50-74 percent; schools with application rates of 75 percent or more were more likely to offer programs in the physical and biological sciences, foreign languages, and social studies.

Table 14.--Percentage of public and private schools that offer advanced placement programs, by subject matter area of program and percentage of graduates applying to college

Control/percent graduates applying to college	Mathematics	Physical sciences	Physical and biological sciences	English	Fine arts	Foreign language	Social studies	Computer science
Public								
Less than 50%	12.4	9.5	(*)	17.7	5.0	5.1	9.8	5.0
50-74%	33.6	19.0	(*)	37.9	4.7	13.1	24.8	14.1
75% or more	38.2	27.3	(*)	37.3	13.9	25.3	32.6	18.3
Private								
Less than 50%	4.3	(*)	26.2	3.9	0.3	2.2	26.2	2.2
50-74%	17.7	(*)	8.6	18.1	2.0	5.4	8.5	3.0
75% or more	38.9	(*)	34.8	44.7	12.9	24.7	33.2	15.1

* Data were not collected for these subject matter areas.

Size of School District

Data on size of school district are reported for public schools only. They reveal differences between schools in small districts (1-5 schools) and those in medium (6-50 schools) and large (more than 50 schools) districts. For example, about 30 percent of schools in small districts (1-5 schools) have advanced placement, programs compared with approximately 45 percent in medium size and approximately 48 percent in large size districts. The differences between the percentage for schools in both large and medium size districts vs. small districts are statistically significant. However, the difference between the percentage of schools in large and medium size districts is not.

Schools in large districts are more likely to cover more subject areas in their advanced placement programs than schools in small and medium size districts. Advanced placement programs covered an average of about 3.5 subject areas in large districts, compared with approximately 2.9 areas in medium size districts and about 2.5 areas in small districts. The difference between schools in small and medium size districts was not statistically significant.

Table 15 shows that schools in large districts are more likely than those in small districts to offer advanced placement programs in nearly all subject matter areas. This is evident in all subject matter areas but fine arts, where the difference was not significant. Schools in medium size districts are more likely to offer programs in mathematics, physical science, English, and social studies than schools in small districts. Only one significant difference was found between schools in medium vs. large districts: Schools in large districts were more likely to offer advanced placement programs in social studies.

Table 15.--Percentage of public schools that offer advanced placement programs, by subject matter area of program and size of school district

School district size	Mathematics	Physical sciences	English	Fine arts	Foreign language	Social studies	Computer science
Small (1-5 schools)	15.9	9.4	17.9	5.9	7.8	10.2	8.6
Medium (6-50 schools)	28.5	18.7	34.4	4.8	11.4	22.5	9.5
Large (More than 50 schools)	30.9	24.9	39.8	9.8	16.1	32.4	14.1

The school district size variable was studied further by examining it in combination with the two levels of school size previously used. schools with enrollment of less than 300, and schools with enrollment of 1,000 or more. This was an exploratory analysis with no particular relationships hypothesized. the data in table 16 show that the percentage of large schools with advanced placement programs is larger than that for small schools within each of the three school district sizes. The data also reveal an interesting statistic for small schools in small districts: Approximately 23 percent of small schools in small districts offered an advanced placement program compared with only about 4 percent of small schools in large districts. Among large schools there were no significant differences among percentages for schools in small, medium, and large districts. Stated another way, small schools have a greater likelihood of offering a program if they are in small districts as opposed to large districts; whereas large schools in small, medium, and large districts have an equal likelihood of offering an advanced placement program.

Table 16.--Percentage of public schools that offer advanced placement programs: school size by school district size

	School district size		
School size	Small (1-5 schools)	Medium (6-50 schools)	Large (More than 50 schools)
Less than 300	23.4	8.6	4.1
1,000 or more	57.6	74.7	73.3

Census Region

Data in tables 17 and 18 show, by region of the country, the percentage of public and private schools offering advanced placement programs and the average number of subject matter areas covered in schools with such programs. (Percentages of schools, by subject matter area, are shown in table A-3.) In table 17, two significant differences in percentage were found for public schools: Approximately 53 percent of schools in the Northeast

offered programs, compared with about 27 percent of schools in the Midwest; and about 40 percent of schools in the South offered programs, compared with the 27 percent figure for the Midwest. There were no significant differences among percentages for private schools.

Table 17.--Percentage of public and private schools in the West, Midwest, Northeast, and South census regions that offer advanced placement programs

	Census region			
Control	West	Midwest	Northeast	South
Public	40.2	27.0	52.6	40.4
Private	29.1	42.5	60.2	31.2

In table 18, two statistically significant differences were found for public schools and no significant differences were found for private schools. Public schools in the Northeast offered advanced placement programs that covered an average of 3.5 subject matter areas, compared with an average of 2.4 areas for schools in the Midwest and 2.7 areas for schools in the West.

Table 18.--Average number of subject matter areas covered by advanced placement programs in public and private schools in the West, Midwest, Northeast, and South census regions that offer advanced placement programs

	Census region			
Control	West	Midwest	Northeast	South
Public	2.7	2.4	3.5	2.8
Private	3.1	2.9	3.4	3.6

Note: Since public schools with advanced placement programs in biological science are not included, the averages reported here may be somewhat lower than what might have been obtained with data comparable to private school data.

Summary

Data on advanced placement programs were examined for the 1984-85 school year for public schools and the 1985-86 school year for private schools. The analysis addressed the following questions:

(1) How do public and private schools compare in their advanced placement program offerings?
(2) Are characteristics such as school size, student/teacher ratio, percentage of minority enrollment, percentage of graduates applying to college, school district size, and census region related to the percentage of schools offering advanced placement programs?
(3) Are these characteristics related to the number of subject matter areas covered in a school's advanced placement program?
(4) Are these characteristics related to the percentage of schools that offer programs in each of the subject matter areas?

The following results were obtained:

(1) Public and private schools do not differ in terms of the percentage offering advanced placement programs, the average number of subject matter areas covered, or the percentage offering such programs by subject matter area.

(2) Large public and private schools were more likely to offer advanced placement programs than small schools. Public schools with different percentages of minority enrollment were equally likely to offer such a program, while private schools with minority enrollment of 15-49 percent were more likely to offer a program than those with minority enrollment of 50 percent or more. Public and private schools with large student/teacher ratios were more likely to offer advanced placement programs than schools with small ratios. Public schools in which 75 percent or more of the graduates were estimated to have applied to college were more likely to offer a program than schools with less than a 50 percent application rate. At the same time, private schools with application rates of 75 percent or more and and those with less than 50 percent were equally likely to offer an advanced placement program. Public schools in large school districts were more likely to offer programs than schools in small districts. Regionally, public schools in the Northeast and South were more likely to offer such programs than schools in the Midwest region. No regional differences were found for private schools.

(3) Large public and private schools were more likely to offer a greater number of subject areas in their advanced placement programs than small schools. However, neither minority enrollment percentage nor student/teacher ratio was a factor in the average number of subject matter areas covered in either public or private schools. Public schools offering with college application rates of 75 percent or more were more likely to offer a greater number of subject matter areas in their programs than schools with application rates of 50-74 percent. Among private schools, college application rate was not related to the number of subject matter areas covered. Public schools in large districts were more likely to offer a larger number of subject matter areas than schools in small districts. Regionally, public schools in the Northeast offered advanced placement programs covering a larger number of subject areas than schools in the Midwest and the West. No regional differences were found for private schools.

(4) Large schools, both public and private, were more likely than small schools to include advanced placement programs in subject matter areas such as mathematics, science, and English. Public schools with a minority enrollment of 15-49 percent were more likely to offer programs in mathematics, science, and English than schools with minority enrollment of 50 percent or more. However, no differences were obtained for private schools. Public schools with large student/teacher ratios were more likely to offer a program in the areas of mathematics, science, and English than schools with small ratios, while private schools with large ratios were more likely to offer a program in science than schools with small ratios. Public schools with college application rates of 75 percent or more were more likely to offer an advanced placement program which included mathematics, science, and English than schools with less than a 50 percent rate. Private schools with application rates of 75 percent or more were more likely to offer programs including mathematics and English than schools with rates of less than 50 percent. Public schools in large districts, were more likely to offer programs which included mathematics, science, and English than schools in small districts.

Technical Notes

The Surveys

The Public School Survey, 1985, obtained responses from 8,568 teachers and 2,301 administrators from an initial sample of 2,801 schools. The schools were selected from the Common Core of Data maintained by the National Center for Education Statistics (NCES) and were stratified on both school type (i.e., elementary, secondary, and other) and local school district size (i.e., 1 to 5 schools, 6 to 50 schools, and more than 50 schools). Teachers were sampled from lists provided by the schools and stratified by teaching assignment (i.e., elementary, mathematics or science, and other). In addition to data on advanced placement programs, school-level data were collected on enrollment, student characteristics, staffing levels, use of aides and unpaid volunteers, computer usage, incentive pay programs, and other areas. Teacher-level data were collected on variables including demographic characteristics, educational background, training, experience, time usage, use of aides and unpaid volunteers, compensation, and outside employment. Data were collected during winter and spring of 1985. Response rates were 85 percent for schools and 80 percent for teachers.

The National Survey of Private Schools, 1985-86, obtained responses from 5,295 teachers and 1,175 administrators in 1,387 private schools during spring 1986. The response rate was 85 percent for schools and 76 percent for teachers. The schools were selected from lists developed in 1983 of all identifiable private schools in 75 primary sampling units. Teachers were selected without stratification from lists supplied by the schools. At the school level, in addition to advanced placement programs, information was collected on religious orientation of the school, grades served, enrollment, student characteristics, tuition, staffing, use of aides and volunteers, program offerings, and years of operation. From teachers, information was collected on demographic and educational characteristics, experience, courses taught, use of time, cash and non-cash compensation, and use of teacher aides and unpaid volunteers.

Accuracy of Estimates

The estimates presented in the tables are based on samples and are subject to sampling variability. Caution should be exercised in interpreting statistics based on relatively small numbers of cases, as well as in interpreting small differences between estimates. If the questionnaires had been sent to different samples, the responses would not have been identical; some numbers might have been higher, others lower. The standard errors in the tables provide indications of the accuracy of each estimate. If all possible samples of the same size were surveyed under identical conditions, a range of plus or minus one standard error around the

estimate would include the "true" population value of the variable in about two-thirds of the cases; a range of plus or minus two standard errors would include the population value about 95 percent of the time. The standard errors in the tables do not take into account the effects of biases due to nonresponse, measurement error, processing error, or other systematic error that could occur even in a complete ("universe") survey.

Significance Tests

There are hazards in performing statistical tests for each comparison. When making several tests, it becomes increasingly likely that at least one of them will give a misleading result. When there is really no difference between the means or percentages being compared, there is still a 5 percent chance of getting a t value of 1.96 from sampling error. Although this 5 percent risk seems acceptable for a single t test, the risk of getting at least one t value of 1.96 in a series of t tests goes up considerably. For five t tests, the risk of getting one misleading t score grows to 23 percent; for ten t tests, it grows to 40 percent; and for 20 t tests, the risk of getting one t value of 1.96 from sampling error increases to 64 percent. The risk of finding a significant t score as a result of sampling error decreases for t scores over 1.96.

In this report all comparisons cited in the text are significant at the .05 level unless a statement is included indicating that no statistically significant difference was found between the groups being compared. Bonferroni adjustments were used to ensure that the overall alpha level did not exceed .05. The number of comparisons and the corresponding z-scores required for statistical significance are shown below for each of the text tables.

Text table number	Number of comparisons	z-score
5,6,8,9,21,22	12	2.87
7,10	84	3.40
13,16	42	3.20
4,11,12,14,	6	2.64
15,17,18	3	2.40
19	21	3.04
20	25	3.12

Item Descriptions and Variable Definitions

The "Administrator Questionnaire" of the Public School Survey and the "School Questionnaire" of the National Survey of Private Schools provided the data for this report. The questionnaires are Appendix B.

A. School size

Data on school size were obtained form the responses to item 1 of the Administrator Questionnaire and the summed responses to item 4, line 2 of the School Questionnaire.

B. Percentage of minority enrollment

Data on percentage of minority enrollment were obtained from the responses to item 3 of the Administrator Questionnaire and item 5 of the School Questionnaire.

C. Student/teacher ratio

The ratio was obtained for each school by dividing school enrollment by the number of FTE (full-time-equivalent) teachers. For public schools, the response to item 1 of the Administrator Questionnaire was divided by the response to item 4d. For private schools, the response to item 4 of the School Questionnaire was divided by the summed response to items 8b1 and 8b2.

D. Percent of 12th grade graduates that applied to college

These percentages were obtained from the responses to item 14 of the Administrator Questionnaire and item 17c of the School Questionnaire.

E. School district size (public schools only)

This variable was used in stratifying the sample of schools. Schools were grouped into three categories of school district size: small (1-5 schools), medium (6-50 schools), and large (over 50 schools).

F. Geographic region

All schools in both surveys were classified into four geographic regions used by the U.S. Bureau of the Census.

West	Northeast
Montana	Maine
Idaho	New Hampshire
Wyoming	Vermont
Colorado	Massachusetts
New Mexico	Rhode Island
Arizona	Connecticut
Utah	New York
Nevada	New Jersey
Washington	Pennsylvania
Oregon	
California	South
Alaska	
Hawaii	Delaware

Midwest	South (con't)
Ohio	Maryland
Indiana	District of Columbia
Illinois	Virginia
Michigan	West Virginia
Wisconsin	North Carolina
Minnesota	South Carolina
Iowa	Georgia
Missouri	Florida
North Dakota	Kentucky
South Dakota	Tennessee
Nebraska	Alabama
Kansas	Mississippi
	Arkansas
	Louisiana
	Oklahoma
	Texas

G. Schools with advanced placement programs

Only schools with grades 10, 11, and 12 were considered in this analysis since these were most likely to offer an advanced placement program. Schools with these grades were identified by item 10 of the "Administrator Questionnaire" and item 14 of the "School Questionnaire". Schools with advanced placement programs were then identified by a "yes" response to item 11 of the "Administrator Questionnaire" and a "yes" response to item 16 of the "School Questionnaire". If the estimated number of students enrolled in a course in one or more of the listed subject areas in item 12 of the "Administrator Questionnaire" or in item 16 of the "School Questionnaire" was greater than zero, the school was counted as one which offered an advanced placement course in that area.

For More Information

For more information about this report or the 1985 Public School Survey, contact Charles H. Hammer, U.S. Department of Education, National Center for Education Statistics, 555 New Jersey Avenue NW, Washington, DC 20208-5651: telephone (202) 357-6330.

Acknowledgments

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Appendix A

Table A-1.--Percentage of public and private schools that offer instruction in grades 10, 11, and 12 that have advanced placement programs, by selected school characteristics, size of school district, and census region: 1984-85 (public) and 1985-86 (private)

Characteristic	Public schools	Private schools
Total	37.9	40.7
School size		
Less than 300	18.1	24.6
300 - 499	31.3	67.4
500 - 999	39.1	67.7
1,000 or more	72.4	88.0
Percent of minority enrollment		
Less than 5%	35.4	30.9
5 - 14%	46.4	47.4
15 - 49%	43.0	63.2
50% or more	31.1	17.3
Student/teacher ratio		
Less than 16:1	28.4	32.0
16:1-20:1	46.3	33.6
More than 20:1	51.7	69.4
Percent of graduates applying to college		
Less than 50%	25.5	32.3
50 - 74%	53.5	22.0
75% or more	52.8	53.7
Size of school district *		
Small (1-5 schools)	30.4	**
Medium (6-50 schools)	45.0	**
Large (more than 50 schools)	47.6	**
Census region		
West	40.2	29.1
North Central	27.0	42.5
Northeast	52.6	60.2
South	40.4	31.2

* Public schools only
** Not applicable

Source: U.S. Department of Education, National Center for Education Statistics, Public School Survey, 1985, and National Survey of Private Schools, 1985-86.

Table A-2.--Average number of subject matter areas covered by advanced placement programs in public and private schools that have advanced placement programs, by selected school characteristics, size of school district, and census region: 1984-85 (public) and 1985-86 (private)

Characteristic	Public schools	Private schools
Total	2.8	3.3
School size		
Less than 300	1.3	2.4
300 - 499	3.0	3.8
500 - 999	2.4	4.2
1,000 or more	3.5	3.7
Percent of minority enrollment		
Less than 5%	2.8	3.9
5 - 14%	2.9	3.6
15 - 49%	3.0	2.7
50% or more	2.3	3.3
Student/teacher ratio		
Less than 16:1	2.6	3.6
16:1-20:1	2.8	3.2
More than 20:1	3.2	3.0
Percent of graduates applying to college		
Less than 50%	2.5	--
50 - 74%	2.8	2.9
75% or more	3.7	3.8
Size of school district *		
Small (1-5 schools)	2.5	**
Medium (6-50 schools)	2.9	**
Large (more than 50 schools)	3.5	**
Census region		
West	2.7	3.1
North Central	2.4	2.9
Northeast	3.5	3.4
South	2.8	3.6

-- Sample size too small for use in analysis.
* Public schools only
** Not applicable

Source: U.S. Department of Education, National Center for Education Statistics, Public School Survey, 1985, and National Survey of Private Schools, 1985-86.

Table A-3.--Percentage of public schools that offer instruction in grades 10, 11, and 12 that have advanced placement programs in each of seven subject areas, by selected school characteristics, size of school district, and census region: 1984-85

Characteristic	Mathematics	Physical science	English	Fine arts	Foreign languages	Social studies	Computer science
Total	22.4	14.7	26.6	6.0	10.1	17.4	9.1
School size							
Less than 300	5.2	1.6	6.2	3.0	1.0	2.4	4.9
300 - 499	19.3	10.8	21.8	9.2	10.2	12.2	11.2
500 - 999	20.2	14.3	28.9	3.3	6.3	15.1	5.7
1,000 or more	53.6	38.5	59.5	10.7	27.9	47.0	19.5
Percent of minority enrollment							
Less than 5%	22.4	13.6	23.2	6.0	9.8	14.9	10.2
5 - 14%	26.9	18.7	32.5	8.4	13.3	20.1	13.4
15 - 49%	25.6	18.7	35.8	6.3	10.4	25.3	8.4
50% or more	13.4	8.7	19.2	3.2	7.7	11.9	5.8
Student/teacher ratio							
Less than 16:1	15.3	8.8	17.6	5.9	7.9	10.9	7.6
16:1-20:1	27.8	17.8	36.8	5.3	9.6	22.9	7.7
More than 20:1	33.8	26.2	36.3	7.0	17.0	27.3	17.9
Percent of graduates applying to college							
Less than 50%	12.4	9.5	17.7	5.0	5.1	9.8	5.0
50 - 74%	33.6	19.0	37.9	4.7	13.1	24.8	14.1
75% or more	38.2	27.2	37.3	13.9	25.3	32.6	18.3
Size of school district							
Small (1-5 schools)	15.9	9.4	17.9	5.9	7.8	10.2	8.6
Medium (6-50 schools)	28.5	18.7	34.4	4.8	11.4	22.5	9.5
Large (50 or more schools)	30.9	24.9	39.8	9.8	16.1	32.4	14.1
Census region							
West	20.0	12.4	28.4	8.0	10.9	18.6	8.3
North Central	15.3	10.0	14.4	3.1	6.2	7.1	8.5
Northeast	41.1	25.6	42.7	7.7	21.3	33.5	13.1
South	22.5	15.9	30.1	6.6	8.5	19.5	9.8

Source: U.S. Department of Education, National Center for Education Statistics, Public School Survey, 1985.

Table A-4.--Percentage of private schools that offer instruction in grades 10, 11, and 12 that offer advanced placement programs in each of seven subject areas, by selected school characteristics and census region:1985-86

Characteristic	Mathematics	Physical & biological sciences	English	Fine arts	Foreign languages	Social studies	Computer science
Total	25.2	26.3	27.3	7.2	14.5	25.5	9.0
School size							
Less than 300	9.5	13.7	9.5	2.2	5.0	14.6	3.2
300 - 499	51.5	40.9	55.9	15.7	30.0	44.1	17.4
500 - 999	53.4	52.0	57.0	18.6	36.7	45.6	23.2
1,000 or more	67.0	67.4	81.8	13.5	27.7	51.4	18.0
Percent of minority enrollment							
Less than 5%	25.5	21.7	24.4	5.7	12.3	19.4	10.2
5 - 14%	34.4	28.1	38.5	12.0	19.3	27.5	10.4
15 - 49%	23.6	42.8	29.7	7.4	17.8	44.0	8.3
50% or more	13.3	9.1	12.6	2.2	6.5	7.8	5.3
Student/teacher ratio							
Less than 16:1	23.6	17.9	22.5	9.6	15.8	17.9	9.4
16:1-20:1	22.7	17.8	25.8	3.6	11.9	19.5	6.1
More than 20:1	31.6	55.4	41.4	3.4	12.7	50.5	9.9
Percent of graduates applying to college							
Less than 50%	4.3	26.2	3.9	0.3	2.2	26.2	2.2
50 - 74%	17.7	8.6	18.1	2.0	5.4	8.5	3.0
75% or more	38.9	34.8	43.1	12.9	24.7	33.2	15.1
Census region							
West	21.2	11.9	23.6	4.5	10.0	14.7	5.0
North Central	30.2	23.3	34.8	4.3	10.3	14.9	4.1
Northeast	28.4	46.8	31.8	11.2	20.2	49.9	16.8
South	23.1	20.1	22.8	6.8	14.5	16.8	7.1

Source: U.S. Department of Education, National Center for Education Statistics, National Survey of Private Schools, 1985-86.

Table A-5.--Percentage of public schools that offer instruction in grades 10, 11, and 12 that have advanced placement programs: school size by school district size

School Size	School district size: Small (1-5 schools)	Medium (6-50 schools)	Large (More than 50 schools)
Total	30.4	45.0	47.6
Less than 300	23.4	8.6	4.1
300 - 499	32.5	30.4	--
500 - 999	36.5	41.0	44.7
1,000 or more	57.1	74.7	73.3

-- Sample size too small for use in analysis.

Source: U.S. Department of Education, National Center for Education Statistics, Public School Survey, 1985.

Table A-6.--Standard errors for percentage of public and private schools that offer instruction in grades 10, 11, and 12 that have advanced placement programs, by selected school characteristics, size of school district, and census region: 1984-85 (public) and 1985-86 (private)

Characteristic	Public schools	Private schools
Total	1.82	6.38
School size		
Less than 300	3.19	8.55
300 - 499	5.23	9.07
500 - 999	2.97	6.89
1,000 or more	2.18	7.03
Percent of minority enrollment		
Less than 5%	2.77	4.82
5 - 14%	4.52	9.28
15 - 49%	4.24	11.34
50% or more	3.59	14.63
Student/teacher ratio		
Less than 16:1	2.85	7.05
16:1-20:1	2.85	5.66
More than 20:1	3.61	12.33
Percent of graduates applying to college		
Less than 50%	2.31	17.85
50 - 74%	2.96	9.48
75% or more	6.71	4.81
Size of school district *		
Small (1-5 schools)	3.03	**
Medium (6-50 schools)	2.49	**
Large (more than 50 schools)	2.62	**
Census region		
West	4.62	9.32
North Central	3.02	7.39
Northeast	4.00	12.10
South	3.11	9.16

* Public schools only
** Not applicable

Source: U.S. Department of Education, National Center for Education Statistics, Public School Survey, 1985, and National Survey of Private Schools, 1985-86.

Table A-7.--Standard errors for average number of subject matter areas covered by advanced placement programs in public and private schools, by selected school characteristics, size of school district, and census region: 1984-85 (public) and 1985-86 (private)

Characteristic	Public schools	Private schools
Total	0.14	0.24
School size		
Less than 300	0.25	0.34
300 - 499	0.66	0.29
500 - 999	0.15	0.33
1,000 or more	0.10	0.44
Percent of minority enrollment		
Less than 5%	0.25	0.50
5 - 14%	0.25	0.34
15 - 49%	0.19	0.44
50% or more	0.24	0.74
Student/teacher ratio		
Less than 16:1	0.32	0.35
16:1-20:1	0.13	0.30
More than 20:1	0.14	0.46
Percent of graduates applying to college		
Less than 50%	0.31	--
50 - 74%	0.14	0.33
75% or more	0.31	0.21
Size of school district *		
Small (1-5 schools)	0.32	**
Medium (6-50 schools)	0.12	**
Large (more than 50 schools)	0.12	**
Census region		
West	0.22	0.30
North Central	0.19	0.28
Northeast	0.20	0.59
South	0.31	0.33

-- Sample size too small for use in analysis.
* Public schools only
** Not applicable

Source: U.S. Department of Education, National Center for Education Statistics, Public School Survey, 1985, and National Survey of Private Schools, 1985-86.

Table A-8.--Standard errors for percentage of public schools that offer instruction in grades 10, 11, and 12 that have advanced placement programs in each of seven subject matter areas, by selected school characteristics, size of school district, and census region: 1984-85

Characteristic	Mathematics	Physical sciences	English	Fine arts	Foreign languages	Social studies	Computer science
Total	1.48	1.23	1.55	5.97	1.13	1.30	1.23
School size							
Less than 300	1.98	0.87	1.67	1.76	0.64	1.07	1.94
300 - 499	4.89	4.61	5.08	4.54	4.61	4.70	4.63
500 - 999	2.40	2.04	2.74	0.96	1.39	2.10	1.29
1,000 or more	2.41	2.33	2.39	1.41	2.16	2.40	1.90
Percent of minority enrollment							
Less than 5%	2.41	2.04	2.34	1.92	1.96	2.09	2.11
5 - 14%	3.81	3.18	3.97	3.22	2.51	3.20	3.10
15 - 49%	2.90	2.34	3.89	1.31	1.67	2.90	1.51
50% or more	2.01	1.64	2.68	0.88	1.51	1.82	1.32
Student/teacher ratio							
Less than 16:1	2.29	1.89	2.37	1.99	1.88	2.01	2.04
16:1-20:1	2.37	1.91	3.65	1.06	1.38	2.10	1.36
More than 20:1	3.01	2.68	3.08	1.37	2.14	2.69	2.33
Percent of graduates applying to college							
Less than 50%	1.84	1.74	2.08	1.70	1.60	1.72	1.61
50 - 74%	2.69	1.94	2.70	1.05	1.76	2.29	2.23
75% or more	5.18	4.13	5.04	4.42	4.00	4.61	3.68
Size of school district							
Small (1-5 schools)	2.44	2.03	2.51	2.07	1.96	2.10	2.19
Medium (6-50 schools)	2.06	1.71	2.22	0.93	1.34	1.87	1.29
Large (50 or more schools)	2.18	2.05	2.42	1.32	1.65	2.23	1.65
Census region							
West	2.85	2.07	3.59	2.91	1.92	2.69	1.71
North Central	2.45	1.65	1.88	0.96	1.36	1.17	2.19
Northeast	3.90	3.17	3.92	1.93	3.30	3.70	2.79
South	2.79	2.64	2.97	2.51	2.45	2.74	2.62

Source: U.S. Department of Education, National Center for Education Statistics, Public School Survey, 1985.

Table A-9.--Standard errors for percentage of private schools that offer instruction in grades 10, 11, and 12 that have advanced placement programs in each of seven subject matter areas, by selected school characteristics, and census region: 1985-86

Characteristic	Mathematics	Physical & biological sciences	English	Fine arts	Foreign languages	Social studies	Computer science
Total	3.55	6.19	3.93	1.75	2.29	5.97	1.75
School size							
Less than 300	2.27	8.50	3.08	0.94	1.73	8.55	1.11
300 - 499	8.26	8.25	8.77	4.57	7.36	7.91	5.12
500 - 999	5.14	6.98	4.48	6.98	5.23	4.67	5.26
1,000 or more	15.17	15.13	8.29	6.54	8.06	10.28	7.39
Percent of minority enrollment							
Less than 5%	4.75	3.68	4.17	2.07	2.69	3.71	2.69
5 - 14%	7.13	6.45	8.26	4.14	4.87	5.93	3.15
15 - 49%	8.57	15.86	9.24	3.71	6.09	15.27	3.93
50% or more	12.92	8.78	10.64	1.72	4.82	6.28	4.62
Student/teacher ratio							
Less than 16:1	5.23	5.12	5.32	2.62	3.82	4.75	2.39
16:1-20:1	3.80	3.43	4.64	0.88	2.65	3.49	3.02
More than 20:1	10.16	15.62	11.53	2.85	3.82	16.14	4.77
Percent of graduates applying to college							
Less than 50%	2.92	19.29	3.09	0.40	2.34	19.29	2.34
50 - 74%	7.98	4.18	9.02	2.13	3.14	4.92	2.71
75% or more	3.80	5.04	3.84	2.78	2.57	3.81	2.62
Census region							
West	7.40	6.39	8.42	2.34	4.03	7.77	2.57
North Central	6.96	5.05	5.50	0.88	2.80	4.07	2.04
Northeast	7.46	13.95	8.08	5.22	5.35	13.54	5.60
South	7.20	7.08	6.41	3.31	4.22	5.21	2.08

Source: U.S. Department of Education, National Center for Education Statistics, National Survey of Private Schools, 1985-86.

Table A-10.--Standard errors for percentage of public schools that offer instruction in grades 10, 11, and 12 that offer advanced placement programs: school size by school district size

School Size	School district size: Small (1-5 schools)	Medium (6-50 schools)	Large (More than 50 schools)
Less than 300	4.66	3.46	2.50
300 - 499	6.67	7.68	--
500 - 999	4.46	4.39	6.68
1,000 or more	8.22	2.95	2.50

-- Sample size too small for use in analysis.

Source: U.S. Department of Education, National Center for Education Statistics, Public School Survey, 1985.

Table A-11.--Standard errors for percentage of public and private schools that offer advanced placement programs, by number of subject matter areas covered

	1	2	3	4	5	6	7
Public	2.69	2.34	1.51	1.30	1.44	1.18	2.56
Private	5.21	10.87	3.28	3.20	3.17	4.04	2.92

Source: U.S. Department of Education, National Center for Educational Statistics, Public School Survey, 1985, and National Survey of Private Schools, 1985-86.

Table A-12.--Sample sizes for public and private schools that offer instruction in grades 10, 11, and 12, by selected school characteristics, size of school district, and census region 1984-85 (public) and 1985-86 (private)

Characteristic	Public schools	Private schools
Total	1217	400
School size		
Less than 300	216	165
300 - 499	138	77
500 - 999	296	102
1,000 or more	567	56
Percent of minority enrollment		
Less than 5%	446	106
5 - 14%	170	116
15 - 49%	326	119
50% or more	275	59
Student/teacher ratio		
Less than 16:1	431	187
16:1-20:1	445	99
More than 20:1	341	114
Percent of graduates applying to college		
Less than 50%	626	51
50 - 74%	432	70
75% or more	159	279
Size of school district *		
Small (1-5 schools)	349	**
Medium (6-50 schools)	445	**
Large (more than 50 schools)	423	**
Census region		
West	207	96
North Central	327	83
Northeast	208	118
South	475	103

* Public schools only
** Not applicable

Source: U.S. Department of Education, National Center for Education Statistics, Public School Survey, 1985, and National Survey of Private Schools, 1985-86.

Table A-13.--Sample sizes for public and private schools that offer instruction in grades 10, 11, and 12 that have Advadvanced placement programs, by selected school characteristics, size of school district, and census region: 1984-85 (public) and 1985-86 (private)

Characteristic	Public schools	Private schools
Total	619	221
School size		
Less than 300	35	44
300 - 499	39	53
500 - 999	125	73
1,000 or more	420	51
Percent of minority enrollment		
Less than 5%	198	49
5 - 14%	97	69
15 - 49%	194	74
50% or more	130	29
Student/teacher ratio		
Less than 16:1	138	95
16:1-20:1	261	46
More than 20:1	220	80
Percent of graduates applying to college		
Less than 50%	220	11
50 - 74%	278	27
75% or more	121	183
Size of school district *		
Small (1-5 schools)	114	**
Medium (6-50 schools)	241	**
Large (more than 50 schools)	264	**
Census region		
West	126	54
North Central	123	46
Northeast	121	68
South	249	53

* Public schools only
** Not applicable

Source: U.S. Department of Education, National Center for Education Statistics, Public School Survey, 1985, and National Survey of Private Schools, 1985-86.

Table A-14.--Sample sizes for public schools that offer instruction grades 10, 11, and 12: school size by school district size

School Size	School district size: Small (1-5 schools)	Medium (6-50 schools)	Large (More than 50 schools)
Less than 300	115	56	45
300 - 499	87	40	11
500 - 999	113	124	59
1,000 or more	34	225	308

Source: U.S. Department of Education, National Center for Education Statistics, Public School Survey, 1985.

Appendix B

DEPARTMENT OF EDUCATION
WASHINGTON, D.C. 20202

NATIONAL CENTER FOR EDUCATION STATISTICS

PUBLIC SCHOOL SURVEY
ADMINISTRATOR QUESTIONNAIRE
1985

FORM APPROVED
OMB No.: 1850-0536
Expiration Date: 12/31/85

THIS REPORT IS AUTHORIZED BY LAW (20 U.S.C. 1221e-1). WHILE YOU ARE NOT REQUIRED TO RESPOND, YOUR COOPERATION IS NEEDED TO MAKE THE RESULTS OF THIS SURVEY COMPREHENSIVE, ACCURATE, AND TIMELY.

Address Label Here

NCES FORM 2403-1, 1/85

1. **How many students were on the official membership roll of this school on or about October 1, 1984?**

   Number of students: _____

2. **What is the design capacity of this school, i.e., the number of students that this school was designed to house?**

   Number of students: _____

   (Design capacity is used to measure the number of students accommodated in the classrooms and other instructional areas as determined by existing State-approved standards. Include the capacity for which the school was originally designed plus any increases resulting from permanent additions.)

3. **What is the estimated percentage of students attending this school who are members of a minority group?** *Minority groups include: American Indian or Alaskan Native, Asian or Pacific Islander, Black and Hispanic. (Check box for appropriate percentage below.)*

   1 ☐ None
   2 ☐ Less than 5%
   3 ☐ 5-14%
   4 ☐ 15-24%
   5 ☐ 25-49%
   6 ☐ 50-74%
   7 ☐ 75-89%
   8 ☐ 90% or more

4. **For each of the categories listed below, enter the full-time-equivalent (FTE) number of PAID EMPLOYEES regularly assigned to work in this school on or about October 1, 1984.** *(Report totals to the nearest one-tenth.)*

   DEFINITION: One full-time equivalent (FTE) is equal to the amount of time a person would spend serving full time on an assignment.

   EXAMPLES: (1) A full-time teacher would add 1.0 to the TEACHERS category.
   (2) A person working half-time as a teacher and half-time as a guidance counselor would add 0.5 to the TEACHERS category and 0.5 to the GUIDANCE COUNSELORS category.
   (3) A half-time librarian would add 0.5 to the LIBRARIANS AND OTHER PROFESSIONAL MEDIA STAFF category.

	FTE
a. Principals and assistant principals	
b. Guidance counselors	
c. Librarians and other professional media staff	
d. Teachers	
e. Teacher aides (paraprofessionals who assist teachers)	
f. Other aides (library, health, etc.)	

5. **Enter in each of the following categories the number of TEACHERS (head count) regularly assigned to this school on or about October 1, 1984:**

	Number of Teachers
a. Persons assigned a full-time position at this school whose primary assignment is teaching	
b. All other persons assigned full- or part-time at this school whose duties include some teaching (including itinerant teachers)	

6. **Do any UNPAID VOLUNTEERS provide services for this school?** *(Do not include students from this school as unpaid volunteers.)*

   1 ☐ YES *(Continue)*
   2 ☐ NO *(Skip to Item 9)*

7. **What is the estimated total number of unpaid volunteers that you expect to perform services at this school ON A CONTINUING OR SCHEDULED BASIS during the 1984-85 school year?**

   Number of volunteers: _____

8. **Enter the number of the volunteers reported in Item 7 who worked or will work in each of the following activities:**

	Number of Volunteers
a. **Instructional support** *(e.g., tutoring, grading papers, science lab monitoring, conducting rote exercises)*	
b. **Guidance support** *(e.g., career and college counseling, health and drug awareness)*	
c. **Extracurricular support** *(e.g., athletics, clubs, trips, newspaper, library)*	
d. **Management/advisory support** *(e.g., citizen advisory group organized through school, computerization of schedules)*	
e. **Clerical support**	
f. **Other type of support** *(monitoring cafeteria, playground, etc.)*	

9. **Check each grade in which instruction is offered in this school.** *(If this is an ungraded school, report on the basis of the GRADES usually corresponding to the ages of the students attending.) (Check all that apply.)*

PK	KG	1	2	3	4	5
☐	☐	☐	☐	☐	☐	☐
6	**7**	**8**	**9**	**10**	**11**	**12**
☐	☐	☐	☐	☐	☐	☐

10. **Were grades 10, 11, and/or 12 checked in Item 9?**

    1 ☐ YES *(Continue)*
    2 ☐ NO *(Skip to Item 16)*

11. **Does this school have an advanced placement program for students in grades 10, 11, or 12; that is, courses for which college credit is granted based upon approval by a college or secondary school association?**

1 ☐ YES *(Continue)*
2 ☐ NO *(Skip to Item 13)*

12. **Enter the estimated number of 10th, 11th, and 12th grade students enrolled in courses for the advanced placement program, by the subject matter areas listed below.**

Subject Area	Estimated Number of Students
a. Mathematics	
b. Physical Sciences	
c. English	
d. Fine Arts	
e. Foreign Languages	
f. Social Studies	
g. Computer Science	

13. **How many students who were enrolled in a regular day school program were graduated from the 12th grade in this school last year?** *(Include summer school graduates for 1984.)*

Number of students graduated: _____

14. **What is the estimated percentage of these graduates (Item 13) that applied to a 2- or 4-year college?**

Estimated percent: _____

15. **For the period July 1, 1983 to June 30, 1984, please provide the average score of SENIORS and your best estimate of the percentage of seniors tested for each of the following tests:**

	Average Score of Seniors	Percent of Seniors Tested
Scholastic Aptitude Test:		
SAT (Math)	_____	_____ %
SAT (Verbal)	_____	_____ %
American College Test:		
ACT (Composite)	_____	_____ %

16. **Does this school currently have one or more computers, microcomputers, or computer terminals physically located on the school premises?**

1 ☐ YES *(Continue)*
2 ☐ NO *(Skip to Item 21)*

17. **Are any of these computers, microcomputers, or computer terminals used for instruction of students in computer use?**

1 ☐ YES *(Continue)*
2 ☐ NO *(Skip to Item 20)*

18. **Check below each type of instruction in computer use for which these computers, microcomputers, or computer terminals are used.** *(Check all that apply.)*

1 ☐ Data entry operations
2 ☐ Off-line equipment operations
3 ☐ Computer operating
4 ☐ Introduction to computer concepts
5 ☐ Computer programming
6 ☐ Other *(specify)* _____

19. **Approximately how many students are currently receiving instruction in computer use?**

Estimated number of students: _____

20. **For what purpose(s) other than instruction in computer use are these computers, microcomputers, or computer terminals used?** *(Check all that apply.)*

1 ☐ Computer-managed instruction
2 ☐ Maintaining administrative records
3 ☐ Computer-aided instruction
4 ☐ Student use in problem solving
5 ☐ Other *(specify)* _____

21. **Do the teachers in this school participate in any teacher incentive programs?**

1 ☐ YES *(Continue)*
2 ☐ NO *(Skip to Item 23 at bottom of next page)*

22. INCENTIVE PROGRAMS—Indicate below ALL the incentive programs currently in use in your school, the PURPOSE(S) for which each is used, and your RATING of the effectiveness of each incentive used. NOTE: We are interested in ALL incentive programs currently in use in your school, regardless of how successful they appear to be.

INSTRUCTIONS:

- *Check the purposes ("Used" box) for each type of incentive used by this school, regardless of the source of funds.*
- *For each purpose and type of incentive checked as "USED", rate your opinion of its effectiveness by entering a 1, 2, or 3 on the line provided. Use the following scale for evaluating the effectiveness:*

1 = Productive 2 = No Difference 3 = Counterproductive

(Example: **a. Cash Bonus** . . . . . 1 ☑ Used, Rating: 1)

Type of Incentive	Purpose of Incentive: Attracting Teachers to Less Desirable Locations		Retaining Experienced Teachers		Recruiting Teachers for Fields with Shortages		Rewarding Excellence	
	Used	Rating	Used	Rating	Used	Rating	Used	Rating
a. **Cash Bonus.** Amount of money given once within an interval of time as an incentive	1 ☐		1 ☐		1 ☐		1 ☐	
b. **Different Step on Salary Schedule.** Placement of a teacher on a higher step of the salary schedule	2 ☐		2 ☐		2 ☐		2 ☐	
c. **Free Retraining.** Training provided by the school system or a related agency to assist in the preparation of teachers who wish to change their teaching field	3 ☐		3 ☐		3 ☐		3 ☐	
d. **Award/Recognition.** Nonmonetary awards and recognition for teachers	4 ☐		4 ☐		4 ☐		4 ☐	
e. **Loan Forgiveness.** Full or partial forgiveness of a loan for educational purposes for teachers	5 ☐		5 ☐		5 ☐		5 ☐	
f. **Released Time.** Releasing teachers from regular duties to enable them to receive training	6 ☐		6 ☐		6 ☐		6 ☐	
g. **Shared Program with Industry.** A program in which a local business employs a teacher part time, e.g., summer job program	7 ☐		7 ☐		7 ☐		7 ☐	
h. **Extended Contract** (11- or 12-month). A situation in which teachers are paid for an extra month or two, thereby increasing their salaries. *(This does not include situations in which all teachers can elect to have their regular salaries spread out over 11 or 12 months)*	8 ☐		8 ☐		8 ☐		8 ☐	
i. **Leave of Absence with Normal Step Included.** This program would enable teachers to take a leave of absence for professional enrichment without losing a step on the salary schedule	9 ☐		9 ☐		9 ☐		9 ☐	
j. **Other** *(Specify). Please write in any additional program(s) used in your school:* _____	10 ☐		10 ☐		10 ☐		10 ☐	

23. Whether you administer a high school program or not, list below the number of YEARS of study in 4 years of high school you feel should be required in each subject area for high school graduation. (Answer separately for college-bound and non-college-bound students.) *(Report to the nearest half year of study using decimals, e.g., 3.5 years.)*

Subject area	Years for college-bound	Years for non-college-bound	Subject area	Years for college-bound	Years for non-college bound
a. Science			d. Foreign Languages		
b. English			e. Social Science		
c. Computer Science			f. Mathematics		

THIS COMPLETES THE QUESTIONNAIRE. THANK YOU FOR YOUR COOPERATION.

DEPARTMENT OF EDUCATION
WASHINGTON, D.C. 20208
CENTER FOR STATISTICS

NATIONAL SURVEY OF PRIVATE SCHOOLS, 1985-86

SCHOOL QUESTIONNAIRE

FORM APPROVED
O.M.B. NO. 1850-0515
EXPIRATION DATE: 11/30/86

THIS REPORT IS AUTHORIZED BY LAW *(20 U.S.C. 1221e-1)*. WHILE YOU ARE NOT REQUIRED TO RESPOND, YOUR COOPERATION IS NEEDED TO MAKE THE RESULTS OF THIS SURVEY COMPREHENSIVE, ACCURATE, AND TIMELY.

Affix Label Here

IF ANY OF THE INFORMATION PRINTED ON THE LABEL ABOVE IS INCORRECT, PLEASE ENTER NECESSARY CORRECTIONS BELOW.

NAME		
ADDRESS		
CITY	STATE	ZIP CODE

RETURN COMPLETED FORM TO:

WESTAT, Inc.
1650 Research Boulevard
Rockville, Maryland 20850

NAME OF PERSON COMPLETING THIS FORM	TELEPHONE NUMBER

ED(CS) FORM 2455, 12/85

PLEASE NOTE: Unless otherwise specified, all questions refer to the 1985-86 school year.

1.

Name of the county in which this school is located

2. Is this school affiliated with an organized religious group? *(Check one box below)*

1 ☐ Yes — If yes, check the appropriate denomination listed below.

2 ☐ No — But this school has a religious orientation in its operation and curriculum. If possible, identify and check an appropriate denomination or group below.

3 ☐ No — This school is secular; any religious orientation or influence is tangential or incidental. *(Go on to Question 3.)*

1 ☐ Amish
2 ☐ Assembly of God
3 ☐ Baptist
4 ☐ Calvinist
5 ☐ Church of Christ
6 ☐ Disciples of Christ
7 ☐ Episcopal
8 ☐ Friends
9 ☐ Islamic
10 ☐ Jewish
11 ☐ Latter Day Saints
12 ☐ Lutheran
13 ☐ Mennonite
14 ☐ Methodist
15 ☐ Presbyterian
16 ☐ Roman Catholic
17 ☐ Seventh Day Adventist
18 ☐ Other, Specify _____
19 ☐ Christian — No Specific Affiliation

3. How would you classify this school by program type? *(Check only one box below.)*

1 ☐ Regular elementary/secondary
2 ☐ Special education *(serves handicapped students only)*
3 ☐ Vocational/technical *(serves only students being trained for occupations)*
4 ☐ Alternative *(offers a nontraditional curriculum designed to meet student needs that cannot be met in regular schools.)*

4. Check each grade in which instruction is offered in this school, whether or not there are any pupils enrolled in that grade. In the second line of boxes, please enter th actual number of pupils enrolled in that grade. If this is an ungraded school, report on the basis of the grades usually corresponding to the ages of the pupils attending.

	PK	KG	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Instruction Offered — Check (✓)																
Enrollment — Fall 1985																

5. What is the estimated percentage of students attending this school who are members of a minority group? Minority groups include: American Indian or Alaska Native, Asian or Pacific Islander, Black and Hispanic. *(Check box for appropriate percentage below.)*

1 ☐ None
2 ☐ Less than 5%
3 ☐ 5-14%
4 ☐ 15-24%
5 ☐ 25-49%
6 ☐ 50-74%
7 ☐ 75-89%
8 ☐ 90% or more

6. Enter in each of the following categories the number of TEACHERS (head count) regularly assigned to this school on or about October 1, 1985. (*Exclude* teachers paid by public agencies, itinerant teachers, unpaid volunteers, and teacher aides):

	Number of Teachers
a. Persons assigned a full-time position at this school whose primary assignment is teaching	_____
b. All other persons assigned full- or part-time at this school whose duties include some teaching	_____
c. **Total Teachers: sum of 6a and 6b**	_____

7. Enter in columns A-C the number of full-time teachers (item 6a) at each salary level. When determining salary level, *exclude* the value of income-in-kind (e.g., housing, meals, transportation, reduced tuition rates for family members) received in addition to or in lieu of salary.

Column A: *Enter the total number of full-time teachers at each salary level.*

Column B: *Enter the total number of full-time teachers who receive income-in-kind, at each salary level.*

Column C: *Enter the number of full-time teachers who receive each type of income-in-kind, at each salary level.*

	NUMBER OF FULL-TIME TEACHERS						
		THOSE WHO RECEIVE INCOME-IN-KIND					
	A.	B.	C. NUMBER WHO RECEIVE:				
Annual salary paid excluding income-in-kind	Total full-time teachers	Total receiving income-in-kind	Housing	Meals	Trans-portation	Family member tuition	Other
a. No salary paid							
b. Less than $5,000							
c. $5,000 to $9,999							
d. $10,000 to $12,499							
e. $12,500 to $14,999							
f. $15,000 to $17,499							
g. $17,500 to $19,999							
h. $20,000 to $24,999							
i. $25,000 or more							

8. Enter the full-time equivalent (F.T.E.) number of persons employed at this school in each of the assignment categories listed below.

Note definition: One full-time equivalent equals the amount of time one person would spend serving full-time in an assignment. For example, if a person were assigned full-time to a teaching position, you would add 1.0 to the classroom teacher category. If, however, a person served half-time as a teacher and half-time as a counselor, you would add 0.5 to the teacher category and 0.5 to the guidance counselor category. Report totals to the nearest one-tenth.

ASSIGNMENT	F.T.E.
a. Principals and assistant principals	.
b. Teachers	.
1. Paid by the private school	.
2. Paid by public agencies (i.e. to implement legislated programs)	.
c. Guidance counselors	.
d. Librarians and other professional media staff	.
e. Other professional staff (e.g., curriculum specialists, administrative and business staff, social workers, etc.)	.
1. Paid by the private school	.
2. Paid by public agencies (i.e. to implement legislated programs)	.
f. Teacher aides (paraprofessionals who assist teachers)	.
g. Nonprofessionals (secretaries, janitors, bus drivers, etc.)	.

9. Do any unpaid volunteers provide services for this school?

1 ☐ Yes — If yes, please enter the numbers of such volunteers who worked or will work in each of the activities listed in **a**-**f** below. Separate those volunteers who are also students at this school from those who are not.

2 ☐ No — If no, skip to item 10

	NUMBER OF VOLUNTEERS	
	Students at this school	**Persons who are not students at this school**
a. *Instructional Support* (e.g. tutoring, grading papers, science lab monitoring, conducting rote exercises)	_____	_____
b. *Guidance Support* (e.g. career and college counseling, health and drug awareness)	_____	_____
c. *Extracurricular Support* (e.g. athletics, clubs, trips, newspaper, library)	_____	_____
d. *Management/Advisory Support* (e.g. citizen advisory group organized through school, computerization of schedules)	_____	_____
e. *Clerical Support*	_____	_____
f. *Other Types of Support* (e.g. monitoring cafeterias, playgrounds, etc.)	_____	_____

10. Does this school charge tuition? (Check yes or no)

1 ☐ Yes — If yes, complete **a** and **b** below

2 ☐ No — If no, skip to item 11

a. Does your school have any policy for modifying or discounting tuition rates (e.g., on the basis of additional students from the same family, financial need, church membership, etc.)

1 ☐ Yes

2 ☐ No

b. What is the highest scheduled or published annual tuition *charged for a full-time student, not including boarding fees*, based upon the rate charged the first child in a family? (If your tuition varies by grade level or program, list each applicable grade span or program in the first column and the amount charged opposite it in the second column.)

Grade span/program	Annual tuition

11. For each of the programs and services listed below, please indicate:

Column A — Program or service provided: check whether or not the program or service is available to students in this school (regardless of funding source), and, if yes, answer both B and C.

Column B — Provided by: if column A is checked yes, please check whether school staff or others provided the program or service.

Column C — Number of students served: if column A is checked yes, please enter the number of students served either during regular school hours or outside regular school hours.

PROGRAM OR SERVICE	A. PROGRAM OR SERVICE PROVIDED		B. PROVIDED BY		C. NUMBER OF STUDENTS SERVED	
			SCHOOL STAFF	OTHER STAFF	DURING REGULAR SCHOOL HOURS	OUTSIDE REGULAR SCHOOL HOURS
a. Bilingual education — students with limited English speaking ability are taught in their native language while they learn English.	YES ☐	NO ☐	YES ☐	YES ☐	NUMBER OF STUDENTS SERVED Reg. School Hrs.	Outside School Hrs.
b. English as a second language — students with limited English speaking ability are provided with intensive instruction in English.	YES ☐	NO ☐	YES ☐	YES ☐	NUMBER OF STUDENTS SERVED Reg. School Hrs.	Outside School Hrs.
c. Remedial reading — organized compensatory, diagnostic, and remedial activities designed to correct and prevent difficulties in the development of reading skills.	YES ☐	NO ☐	YES ☐	YES ☐	NUMBER OF STUDENTS SERVED Reg. School Hrs.	Outside School Hrs.
d. Remedial mathematics — organized compensatory, diagnostic, and remedial activities designed to correct and prevent difficulties in the development of mathematics skills.	YES ☐	NO ☐	YES ☐	YES ☐	NUMBER OF STUDENTS SERVED Reg. School Hrs.	Outside School Hrs.
e. Programs for the handicapped — instruction for the mentally retarded, specific learning disabled, physically handicapped, and other handicapped.	YES ☐	NO ☐	YES ☐	YES ☐	NUMBER OF STUDENTS SERVED Reg. School Hrs.	Outside School Hrs.
f. Programs for the gifted and talented — activities designed to permit gifted and talented students to further develop such skills.	YES ☐	NO ☐	YES ☐	YES ☐	NUMBER OF STUDENTS SERVED Reg. School Hrs.	Outside School Hrs.
g. Vocational/technical programs — instruction designed to prepare students with entry level occupational skills needed for work.	YES ☐	NO ☐	YES ☐	YES ☐	NUMBER OF STUDENTS SERVED Reg. School Hrs.	Outside School Hrs.
h. Foreign languages — instruction designed to enable students to read, speak, and understand languages other than English.	YES ☐	NO ☐	YES ☐	YES ☐	NUMBER OF STUDENTS SERVED Reg. School Hrs.	Outside School Hrs.
i. Diagnostic and prescriptive services — services provided by trained professionals to diagnose learning problems of students and to plan and provide therapeutic or educational programs based upon such services.	YES ☐	NO ☐	YES ☐	YES ☐	NUMBER OF STUDENTS SERVED Reg. School Hrs.	Outside School Hrs.

12. Do any students in this school receive any of the services listed below that are paid for with public funds, e.g., Federal government or other government *(State and local)*?

1 ☐ Yes — If yes, complete **b** below

2 ☐ No — If no, complete **a** below

a. If services are not received, did this school *apply* for any services for the 1985-86 school year?

1 ☐ Yes
2 ☐ No
} Skip to item 13

b. If services are received, complete the section below. Check as many as apply by source of funding, i.e., Federal or other (state and local). Also, enter the number of students served in each program or service area checked.

PROGRAM OR SERVICE	FUNDING SOURCE		NUMBER OF STUDENTS SERVED	
	Federal Government	Other Government	Grades 1-8	Grades 9-12
a. Transportation				
b. Instruction/library materials				
c. Child nutrition (lunch, milk, etc.)				
d. Health services				
e. Remedial/compensatory education				
f. Bilingual education				
g. Handicapped services				
h. Vocational education				
i. Guidance, social work, or psychological services				
j. Speech therapy				

13. Selected school characteristics

a. How many hours per day are students in the highest grade expected to attend?
[ ] hours

b. What is the number of days students in the highest grade attended school in the 1984-85 school year?
[ ] days

c. Is this school operated in a private home used as a family residence?
1 ☐ Yes
2 ☐ No

d. In what year did this school begin operation?
[ ] year

e. Was it operational in school year 1983-84?
1 ☐ Yes
2 ☐ No

f. Does this school require an entrance examination for admission?
1 ☐ Yes
2 ☐ No

g. Were any students expelled from this school during the 1984-85 school year?
1 ☐ Yes — If yes, how many? [ ] students
2 ☐ No

h. Were any students barred from re-enrolling at the conclusion of the 1984-85 school year?
1 ☐ Yes — If yes, how many? [ ] students
2 ☐ No

i. During the 1984-85 school year, did you accept any new students who were expelled from public schools?
1 ☐ Yes — If yes, how many? [ ] students
2 ☐ No

14. Does this school serve 10th, 11th and/or 12th grade students?

1 ☐ Yes — If yes, please continue and complete items 15 through 19.
2 ☐ No — If no, this completes the questionnaire. Thank you for your cooperation.

15. How many years of coursework in each of the following subject matter areas are required for graduation (high school) from your school?

SUBJECT AREA	YEARS OF COURSEWORK REQUIRED
a. Mathematics	
b. Physical and Biological Sciences	
c. English	
d. Fine Arts	
e. Foreign Languages	
f. Social Studies	

16. Does this school have an advanced placement program for students in grades 10, 11, or 12, that is, courses for which college credit is granted based upon approval by a college or secondary school association?

1 ☐ Yes — If yes, please enter the estimated number of 10th, 11th, and 12th grade students enrolled in courses for the advanced placement program, by the subject matter areas listed in **a-g** below.
2 ☐ No — If no, skip to item 17.

SUBJECT AREA	ESTIMATED NUMBER OF STUDENTS
a. Mathematics	
b. Physical and Biological Sciences	
c. English	
d. Fine Arts	
e. Foreign Languages	
f. Social Studies	
g. Computer Science	

17. a. How many students were enrolled in 12th grade in a regular day school program last year (1984-85)?

[ ] 12th grade students

b. How many of these students were graduated from the 12th grade last year? (Include 1985 summer graduates.)

[ ] 12th grade graduates

c. What is the estimated percentage of these graduates that applied to a 2- or 4-year college?

[ ] Estimated percent

18. Do you have Scholastic Aptitude Test (SAT) and/or American College Test (ACT) scores of your seniors for the period July 1, 1984 to June 30, 1985?

1 ☐ Yes — If yes, please continue and complete item 19.
2 ☐ No — If no, this completes the questionnaire. Thank you for cooperation.

19. For the period July 1, 1984 to June 30, 1985, please provide the average score of SENIORS and your best estimate of the percentage of seniors tested for each of the following tests:

	AVERAGE SCORE OF SENIORS	PERCENT OF SENIORS TESTED
Scholastic Aptitude Test: SAT (Math)		%
SAT (Verbal)		%
American College Test: ACT (Composite)		%

THIS COMPLETES THE QUESTIONNAIRE. THANK YOU FOR YOUR COOPERATION.

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